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THE ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS

THIS JOURNAL is the official organ of the ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS. It is published monthly. The AIFEA was founded in 1925 and today it has 55 national and state associations of teachers and educators affiliated to it, with a membership in the neighbourhood of 400,500. The AIFEA is affiliated to the WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION.

THE OBJECTIVE is to afford an educational forum for administrators, teachers, parents, social workers, psychologists, psychiartists and all those interested in the liberal education at all levels-viz., Infant, Primary, Secondary, Technical, Vocational and University—so as TO SUPPLY STIMULI TO INVENTIVE THOUGHT AND CONSTRUCTIVE ACTION.

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INDIAN EDUCATION

JOURNAL OF THE ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS

Editor : E. W. FRANKLIN

VOLUME IV MAY-JUNE 1965 Nos. 6 & 7

LANGUAGE IN EDUCATION

OVER THE past years there has been indecisiveness and confusion in regard to the place of languages in schools and colleges. The major factor contributing to this state of affairs is the uncertainty in regard to the official language of the Union. The Constitution laid it down that Hindi shall be the official language of the Union and that English would continue for fifteen years from the inception of the Indian Union, namely, until 1965. When, however, this decision was announced for implementation on January 26, 1965 the entire country was agitated over the language issue and this in turn has created problems concerning the language or languages to be provided for instruction in schools and colleges. Thus the issue of the official language influences, to a very considerable degree, the question of the media of instruction as well as the kind of languages which a student ought to learn.

A distinction must be made between the official language and the national language. The Constitution does not lay down any one national language. On the other hand it recognizes 14 languages as having this status. Therefore, the question of the national language is not in

issue. Decision is required in regard to the official language of the nation. This language in turn will be used for transacting the business of the Central Government, Central Services, Law Courts, communication between the Centre and the States and to a large extent, the various all India competition examinations. Naturally a language adopted as the official language of the Union must be known in all parts of the country so that people everywhere have equality of opportunity for all types of Central Services. The recent opposition to Hindi stems from the fact that although this language is spoken and understood by a large part of the country constituting about 35% of the population it is not understood by those who live in the South and hence, the southerners will be placed at a disadvantage if this language becomes the official language.

One of the solutions mentioned is that the country should adopt bilingualism. Such a policy will result in dividing the country into two, namely, the part where Hindi is the official language and the part where English is the official language. Bilingualism, therefore, although a temporary solution to the current problem, is no permanent remedy for this vexed question. We already have the instance of Canada where bilingualism has been in existence over many years—English and French being the official languages. Recently the French population, centered largely in the province of Quebec, has been pressing for a separate French speaking State in Canada. During the recent visit of the Queen of England to Canada this section of the population even threatened boycott of her visit on this issue.

Unfortunately, there is no clear thinking on this whole question. All kinds of verbal homilies, platitudes and jagons are used resulting in making confusion worse confounded. Most of these amount to saying, all languages everywhere, any language anywhere, English nowhere. When one considers the crystalized opinion in the matter of languages one finds that there seems to be concesus in regard to the adoption of regional languages for State purposes. Some advocate adoption of Hindi as the official language, others would like it to be English while still others would compromise and have both.

There is also equally nebulous thinking in regard to the languages to be taught in schools and colleges. We have the

so called three-language formula advocated as the solution to the language problem of the country. This means that the student learns his mother tongue as the regional language, Hindi as the national language and English as the international language. The trouble arises when it is insisted that the Hindi speaking pupils must learn one of the non-Hindi languages, preferably from the south. It is difficult to imagine what purpose is served by such by a compulsion. Such a language, namely, Malyalam, Telugu or Tamil will be learnt by students as a second language for about two to three years and once he is out of the school there is no further use of this language for him. His time is wasted. The effort of the teacher is not of much practical avail and in addition, quite a bit of money would also have been wasted.

Most of the States in India were multilingual until the recommendations of the State Reorganization Commission resulted in the establishment of unilingual States. The geographical redistribution of States was, therefore, based upon the prevalence of single language within its area and so we are progressing from multilingulism through unilingualism to trilingualism. It is not certain whether even this transformation would be the final one.

The point at issue is that it is the political decision in regard to the official language which is going to regulate the nature and number of languages to be taught in educational institutions. Perhaps the only way in which this state of affairs can be improved is by a bold, clear, definite and final formulation of the State policy in regard to languages.

The AIFEA should also take the lead in this matter. Teachers all over the country should give careful thought to this problem and suggest the way out. They are in the best position to determine not only what language may be taught but at what stages, and for what duration they may be so taught. In this matter indecision is much worse than a wrong decision.

In this issue we include articles dealings with some aspects of the language problem as media of instruction, as second language and as link language. Fr. Kaniampurath's article is a logically argued presentation of this question at the college level. The whole approach is sane and balanced and

it is to be hoped that it will arouse some rational thinking about the medium of instruction at the collegiate level. Mr. Chari has dealt with the same problem in his article. He has further pointed out the difficulty involved in implementing the three language formula. If pupils in the North are to be taught languages of the South then his suggestion to recruit teachers of South Indian languages in the North appears to be the only feasible one.

Mr. S. M. Kulkarni has approached the whole problem in a very practical manner and he has indicated pros and cons of adoption of various languages, namely, regional, Hindi and English as media of instruction. Mr. Shamsuddin has presented the practical difficulties of teaching Hindi as a second language and he has made suitable suggestions for making its teaching more effective. Mr. Khan has dealt with the problem of the medium of instruction, the second language and the link language from a more comprehensive point of view and against the background of practices current in some of the foreign countries.

Included in this issue are also observations of students in regard to summer schools. They are appropriate at this time of the year when large number of students will be on their summer vacation. Each student has expressed his individual point of view and hence these observations, although somewhat common, are included in full.

In the notes are included among others statements of the Congress Working Committee and of the Prime Minister on the issue of languages. As mentioned above it is the State policy which wlll finally determine languages in schools and colleges.

It is hoped that the issues raised in these articles help, to some extent, in focusing the interest of our readers on this topical problem.

THE LANGUAGE PROBLEM AT THE COLLEGE LEVEL

by XAVIER KANIAMPURATH, *Principal St. Albert's College Ernakulam*

India is a multi-lingual country and therefore to strengthen the bonds of unity and understanding within the nation it is indispensable that we should have a common language. And Hindi, being spoken by the largest number of people in India, was naturally approved by the Constituent Assembly as the national language—that is to say, the official language of the Indian Union. It was a unanimous decision taken after very mature and thorough consideration of the problem in all its implications. It was also laid down that the switch-over from English to Hindi should be made after 15 years—that is by the year 1965.

In order to prepare the nation for this change-over a systematic effort was launched both by the Government and non-governmental bodies to propagate and popularise Hindi in the non-Hindi speaking areas.

Now the most effective means of spreading a new language among people is to make it a subject of study in educational institutions. Thus Hindi came to be introduced in the upper primary classes of our State and from there it has steadily made its way up the ladder to the post-graduate level. It is encouraging to note that the people of Kerala have taken very enthusiastically to the study of the national language and that at the college level the number of student taking Hindi as their optical language is increasing year by year.

But elsewhere in India it has not all been smooth-sailing. The language issue has become a highly controversial political issue. The establishment of linguistic states seems to have unleashed linguistic passions. Some people visualise Hindi as part of a subtle move to foist North Indian imperialism on the South. They even advocate the continuance of English as the official language of the Union for an indefinite period. Some have even threatened direct action in the name of language. This spate of controversy has produced very unhappy reprecussions in the educational sphere as well. We

are thrown into a state of indecision regarding the relative importance to be given to English, Hindi and the regional language. A very hot controversy is brewing around the question of the medium of instruction in colleges, as to whether it should be English, Hindi or the regional language. There is, at present, an air of uncertainty about the future of these languages as an instrument of education.

The problem of language in the new educational set up is one of over-riding national importance. A wrong choice made now may spell disaster for generations to come. So we should approach the problem dispassionately, objectively and scientifically. It is a commonly accepted psychological principle that in any scheme of education from the lowest rung of the ladder to the top, the mother tongue should have pride of place. In fact, the most suitable medium of instruction whether at the school or at the university level, is the mother tongue.

Today all over India the medium of instruction up to the end of the school stage is the regional language, that is the mother tongue of the pupil.

But when we come to the university stage English holds undisputed sway. It is one of the anomalies of Indian History that a foreign language like English should have become the medium of instruction in our colleges. In one sense it is a happy anomaly; because English is a world language, highly developed in every branch of modern knowledge and holding the key to the best that has been achieved in every language under the sun. One can attain the highest degree of proficiency in science and technology through that language. And today by the vicissitudes of history English serves as the one connecting link between the different linguistic groups of this multi-lingual country. It is one of the strongest bonds of national unity.

But there is another side to the picture. English, being a foreign language, can never become the medium of original, constructive thought for the masses. Perhaps a few highly gifted individuals may achieve something original through that medium. The vast majority of Indian students have to waste a lot of time and energy in acquiring a working knowledge of the language and even then, they find it difficult to express themselves freely in that language. So they resort to the easy device of cramming undigested notes

and disgorging them at the examinations. Ordinarily a degree of an Indian university is much lower in standard than the corresponding degree of a European or American University. The main reason for this disparity in standard is that we employ a foreign medium which inevitably slows down the pace of progress. That is why in some Indian universities a trend is visible today to replace the English medium by the mother tongue of their alumni.

But are our regional languages now in a position to serve as the medium of instruction at the university level? I would say, no. Several indigenous languages like Bengali, Hindi and Tamil have great literatures, rich in classical work of prose and poetry. But as vehicles of modern knowledge, particularly in the field of science and technology, they present a sorry picture. How many original treatises or works of college standard can they claim to possess in economics, commerce, politics, not to speak of the various branches of science and technology? It is suggested that we can make up this deficiency by translating standard works from foreign languages. I have my own doubts about the feasibility of this proposition. First of all the various branches of modern knowledge have become so highly specialised that they have developed not only a terminology but a language and symbolism of their own, which are almost untranslatable. It is very likely that such translations, even if they are accomplished, will be more difficult to understand than the original works themselves.

Another difficulty is that knowledge is growing so fast that by the time we have completed the translations, the originals themselves may have gone out of date. So we cannot depend on the translations as the sole means of imparting the higher reaches of modern knowledge to Indian students. Side by side with producing translations we must produce original works of our own in the Indian languages. This demands the selfless and dedicated labours of hundreds of Indian scholars and scientists who are masters of the subjects as well as of their own languages. Let us hope that the great savants of India will dedicate their talents ungrudgingly to this noble task. However, this change-over from English to the mother-tongue will have to be slow and gradual. A too-hasty step might do more harm than good.

In this context let me point out that even after our universities have adopted the medium of the regional

languages, which may perhaps take a few decades, English shall not be completely given up. We shall continue to teach English in our school and colleges, as a medium for world contacts and as a channel for the latest developments in the various branches of knowledge. We shall also have to teach Hindi as the National language whose importance will be gradually and steadily increasing. It is often argued that if the universities in the different parts of India switch over to the regional languages it will lead to intellectual isolation of the various linguistic groups and to national disintegration. I believe such an eventuality is not to be feared, since English and Hindi will serve to strengthen the bond of mutual understanding and intellectual intercourse among the intelligentsia of India.

Let me pass on to another aspect of the language problem in relation to Hindi. What should be the place of Hindi in the educational system of non-Hindi areas when it has been finally introduced as the official language of the Indian Union ? When that stage is reached the Government of India will start conducting their business in Hindi. Also inter-state correspondence will have to be conducted through the same medium. I am afraid we do not fully understand the vastness of the fields covered by the business of modern state, particularly a socialist state which is directly or indirectly concerned with every aspect of civic life. Science, technology, agriculture, law, commerce, art, industry, medicine, every branch of knowledge, every field of human activity is covered by the day today business of a modern government. The hundreds of civil servants who are to run the machinery of government must come from our universities. They must be competent to transact the multi-faced business of the government through the Hindi medium. In order to do this efficiently it is not enough that they just have a working knowledge of Hindi. They must have mastered the various branches of knowledge at the university level through the Hindi medium. Thus with the introduction of Hindi as the official language of the Indian Union, the universities all over India will be faced with the problem of adopting Hindi as a medium of instruction in the college classes. That is what happend with regard to English when that language was adopted as the official language of the government during the British period. As regards the Hindi speaking areas the adoption of the Hindi medium at the

university level will be a natural and smooth transition. But what about the non-Hindi areas ? They will be faced with a difficult situation. On the other hand, unless they adopt the Hindi medium in their colleges, their youths will not be able to secure their rightful share in the central services and in public life. They will be seriously handicapped in their competitive race with the youths of the Hindi speaking areas. On the other hand Hindi will present to them all the difficulties inherent in an unfamiliar language. Besides, the adoption of the Hindi medium at the college level may result in giving a set-back to their own mother tongues. Above all these, deep-seated sentiments, parochial feelings and political rivalries will come in the way. These are legitimate apprehensions which should neither be belittled nor ignored. It is a delicate problem that should be handled with care, forethought and a high sense of patriotism. With a liberal, tolerant and patriotic approach I am sure this naughty problem can be solved so as to ensure the best interests of the country. However, I feel quite certain that with the introduction of Hindi as the official language of the Indian Union the universities of the non-Hindi areas will be bound to give a much higher status to Hindi than it now enjoys. They may even be compelled by the exigencies of the situation to conduct special Hindi medium courses covering the various branches of modern knowledge for the benefit of those students who possess the necessary aptitutde and talents. However we have to bear in mind the fact that the change-over from the English medium to Hindi or other Indian languages at the university level is not an easy task. It demands the most heroic, dedicated and patriotic efforts on the part of linguists, scholars, scientists and educationists. Let us hope that we shall prove equal to this gargantuan task.

MEDIUM OF INSTRUCTION IN OUR EDUCATIONAL SYSTEM

by S. M. KULKARNI, *Ahmednagar College, Ahmednagar*

The importance of the mother tongue as the medium of instruction can hardly be exaggerated. The mother tongue is an integral part of a man's life. One thinks in it, acts in it and lives in it. It is a powerful builder of character and culture. The influences which are ingrained in the childhood last throughout the life of a man. Wordsworth says, "Child is the father of man." We may further add, "And mother tongue is the mother of the child." The personality of the child is built up through the mother tongue. It is, therefore, the most natural medium of reception and expression of knowledge. The problem of the medium of instruction is however a complex one, and it must be tackled from several angles. The problem has mainly three components : (i) The receiver of knowledge, (ii) the nature of the knowledge to be imparted, and (iii) the capacity of the medium to impart that knowledge clearly, easily and fully. It is obvious that these three are interdependent, and together they decide the problem of the medium of instruction.

The receiver

He is of course the centre of the problem. The medium must be suitable for him. During the initial stages of education he generally knows only his mother tongue and as such no other medium is possible during this stage. But with the advancement of knowledge his field expands and with sufficient knowledge of a different language he is capable of receiving his instruction in that different language also. The history of our own country is a testimony to this fact. For a whole century, we received our instruction through the medium of English and our achievements were in no way mean. Equipped with English, several of our nationals have made an international name and have proved to be even better than the British themselves.

These were however only geniuses who could have performed miracles with any weapon; they were exceptions.

On the contrary, the common man is just common and such feats are never expected of him. Hence, he would always appreciate his instruction through the mother tongue. In a democratic set-up the common man is all important and to equip him with sufficient knowledge must be regarded as an important aspect of education. Higher education, research, investigation, art, literature, technical and technological progress, science, philosophy, all these are admirable aims of education no doubt, and no country can call itself civilized without enough work in these fields. Yet in the very nature of things this higher field is generally outside the pale of the common man. So, without neglecting the higher aims of education, enough care must be taken of the common man.

During the British regime even though the English-dominated education did produce a number of prodigies, it did not touch the masses at all. Neither was the government democratic nor did the education system aim at educating the masses. Education was meant to produce a class of men useful for the British administration in India. A national government can hardly allow such a state of affairs to persist any further. So, we must cater education to the masses. A line has to be profitably drawn between mass education and class education and the mother tongue must be the medium of instruction in the former.

The Nature of Knowledge :

The distinction between mass education and class education is not easy to be drawn. For a common man, education involving research, investigation and highly technical courses has little interest. His equipment requires that information which is essential for his day-to day life and enough training in his chosen occupation. The first requirenent can be satisfied by imparting the elementary knowledge of the three R's and such other utility subjects as Civics, Economics, Logic, History, and the like, to make him an enlightened citizen. As there is no criterion by which the common man can be distinguished from the extraordinary, both must be treated similarly up to a certain stage. It is during this stage that the foundations of higher education are to be laid.

The Capacity of the Medium :

The language which we choose as the medium of instruction must possess the capacity to impart knowledge

and must possess actual and potential material in that language in order that it should be an effective medium.

From this point of view English occupies a unique position. It is a rich language with a vast literature in almost all subjects. It is an extremely developed, adaptable, elastic and analytical language. As against this, most of our Indian languages are underdeveloped. Particularly in those subjects which have been developed by the western world during the last two centuries our languages have made little contribution. The industrial revolution and the progress of science and thought in the West have taken their languages to a full development, while our country and our languages had been completely cut off from all this. In the West the growth of thought and language had been simultaneous. In our country we are at present trying to express the fully developed thought through our underdeveloped languages. There is thus a time lag—a wide gap—between the thought and its vehicle of expression. Ripe thought is being expressed in a raw language. This creates a queer artificiality in the expression. The natural flow and flourish of the language suffer, the expression make a queer reading and at least during the transitional period all this effort appears to be quixotic. Such artificial expressions are bound to be difficult for understanding. At present, efforts are being made to frame a common terminology for all the Indian languages. This makes the expression still more artificial and instead of helping the languages develop it may mar their progress. These languages must develop from within. They should not be made heavy by superimposing words from outside. A language does not mean a mere dictionary. Dictionaries can be manufactured but a language is a living process. It must evolve and grow. There should be an evolution of the language and not a revolution overnight. A Dictionary ought to be a result of the language and not a cause of it.

Thus, so long as a language is not capable of coping with a particular subject, any efforts to impose it as a medium, are bound to fail. In this connection we may distinguish between two sets of subjects : (i) purely technical subjects and (ii) liberal subjects. In the first set the importance of language lies in its clarity, definiteness and conciseness while fluency and facility of style are insignificant. In these subjects any language is bound to be artificial and precise.

In this set may be included such subjects as the positive, physical and biological, sciences, mathematics, astronomy, physics, chemistry, engineering, biology, geology, geography etc. Certain other subjects such as law, auditing, accountancy, logic, grammar, etc. may also be in this set. In these subjects a created terminology is permissible and even desirable. In the second set may be included such subjects as literature, the social sciences, etc. These subjects require a highly developed language and in these the technical terms have to be gradually evolved.

II

From the above discussion we now pass on to the particular circumstances in our country at present. We are now passing through a transition. Caution, steadiness, definiteness and thorough investigation alone would lead the transition to a successful end, while impatience, opportunism and emotional decision would prolong the transition and lead to suffering, inefficiency and frustration.

The problem of the study of languages is tackled most unsatisfactorily by us. The hasty steps in certain states to curtail the teaching of English, without an able substitute for it, have proved to be very destructive. Instead of raising the standard of education they have forced it down. Similarly, the problem of the medium of instruction has been *a triangular controversy* between English, Hindi and the regional language. So far as the problem of the medium in the high schools is concerned it has been solved once and for all in favour of the regional language, i. e. the mother tongue. So, this problem now embraces only the field of university education.

Here is a summary of the arguments for and against each of the three claimants :—

1. English : Arguments in favour : (i) English is an international language, so education in English offers wide opportunities. (ii) It has a vast and rich literature on almost all subjects, hence any subject up to the highest stage can be easily imparted and studied in English. (iii) During the last century and more it has served as the medium in our country with excellent results. (iv) If it continues to be the medium the disturbance in the educational set-up will be the least. (v) We have already absorbed the language thoroughly. To give it up now would mean a thoughtless sacrifice.

Arguments against : (i) After all, English is a foreign language and a relic of the British domination of India. (ii) Our languages are equally great. Their past history and achievements are in no way mean. (iii) English has choked the progress of our languages. Its continuance would mean a death blow to them. (iv) Our languages are an important part of our culture. Their decay would mean a set-back in our culture. (v) Continuance of English would mean our inability to develop our languages. That would be treacherous and unpatriotic. (vi) To develop our languages is our national duty To foster English would mean neligence towards them and a dereliction of duty. (vii) The use of English in our country had never touched the masses. Hence English cannot remain the permanent medium of instruction in our country.

2. *Hindi* : *Arguments in favour* : (i) Constitutionally it is our national language. It is bound to play a predominant role in our life. (ii) As a Federal Language it is bound to be the medium of inter-State communication. No State can afford to forget this important fact. (iii) For national unity this Federal Language is an indispensable nexus. (iv) Its introduction as a medium will facilitate inter-State understanding. (v) It will bring uniformity in our educational system and avoid the complexities of a multilingual system. (vi) Public competitive examinations of the Union and the States, if conducted in this single Federal Language, will be simple, uniform and impartial, offering equal opportunities for all. (vii) It is the language of the majority and in a democratic set-up this is bound to play a dominant role.

Arguments against : (i) Compared to English, Hindi is a very poor language and even compared to certain Indian languages, such as Bengali, Marathi and Tamil its achievments are inferior. (ii) There is no special advantage in substituting Hindi for English. In the non-Hindi areas and particularly in the South it is as good as a foreign Language. (iii) It is not the language of the majority but that of the biggest group. (iv) If it is introduced as the medium it will dominate and stunt other languages. Hindi predominance may create linguistic "vested interests." (v) In order to enable Hindi serve as a medium, extensive efforts will have to be made to develope that language. This would require a lot of time and energy. These same efforts, if applied to other Indian languages, will develop all of them simultane-

ously. (vi) A Federal Language need not necessarily be the medium of instruction. A certain minimum knowledge of Hindi may be compulsory imparted up to a certain stage. That would serve all the purpose.

3. *Regional Language : Arguments in favour* : (i) The regional language happens to be the mother tongue of an overwhelming majority in the respective regions. (ii) The mother language is universally accepted as the most natural medium. For it facilitates an effortless and easy understanding of the subject. No energy is diverted towards first understanding the language. (iii) The period of education can be curtailed to a certain extent without an adverse effect upon the standard. Nay, the standard of education may even be improved. (iv) All the regional languages shall get their due opportunity for development which has so far been denied to them. (v) Such development is a great help to the building of our national culture. The cultures of the different language regions will be developed properly and fully. (vi) Due to the absence of domination of any particular language inter-State relations would be smooth. (vii) The masses can afford to receive ample liberal education and the curse of illiteracy and ignorance would be wiped out. (viii) When the administration is conducted in the regional language common man shall be able to judge political things better and his opinion shall carry weight. This is a great benefit in democracy.

Arguments against :— (i) Though the mother tongue is the most natural medium it is not always the best one. (ii) It would foster the spirit of narrow provincialism and thus would harm the basic unity of India. (iii) As the regional languages are not well-developed their introduction as the media would lower down the standard of education. (vi) The absence of uniformity would create several administrative and practical difficulties. (v) If the regional language be made the medium, it would be a great disadvantage to emigrants and immigrants. (vi) The time is not yet ripe to introduce these languages in higher studies because the required literature, books and technical terminology are very meagre. (vii) Their introduction as the media would wipe out English from our system and thus we would be deprived of a great international advantage and a vast store of rich literature.

III

Considering all the above arguments and counter-arguments

one may say that the case of the mother tongue is stronger so far as feasible. It is therefore necessary to go into the difficulties in some details in the way of introducing the regional languages as the media of instruction.

Technical Terminology :

During the past several years Dr. Raghuveer and his associates have mechanically manufactured several large volumes of terminological dictionaries on a variety of subjects. With the strong backing of the Government this terminology is also being brought into force. All this appears to be very unnatural. Dr. Raghuveer has adopted certain moulds and pouring therein the liquid from Sanskrit dictionaries has turned out terminological bricks. Sanskrit is a great language and a source of all Indian languages no doubt. But such bricklaying of Sanskrit words and cramming them in the regional languages would harm these languages, not help them. Here are certain specimens of the type of language that would turn out of Raghuveer's terminology :—

"A rise in price is usually accompanied by a fall in demand and a fall in price by a rise in demand." This would be translated in Marathi as "मूल्याच्या उद्रोहामुलें सामान्यत: अभियाचनपात होतो, व मूल्यपातामुलें अभियाचनाचा उद्रोह होतो." "Elasticity of demand is the degree of response to changes in price" would be in Marathi as "अभियाचनाची प्रत्यास्थता म्हणजे मूल्य उच्चावचनाशी प्रतिचारमात्रा च होय." "Economics is a study of human life in relation to the infinite wants and the relative scarcity of resources to satisfy these wants" would be "अर्थशास्त्र म्हणजे अनंत अभीच्छा व त्यांना तृप्तकरणचा संसाधनांच्या सापेक्ष स्वल्पताविषयक मानवी जीवनाचा अभ्यास होय."

Such examples can be multiplied *ad infinitum*. I am sure even a great research worker in Marathi would not be able to interpret these sentences off hand. Dr. Raghuveer's terminology is intended to be common to all Indian languages and as such it is particular to none. My experience of the Inter Arts students is this : even with their limited knowledge of English they can appreciate explanation in English better than such mechanical Marathi. These mechanical bricks they do not even want to listen to. At every such strange word they raise a loud cry of disapproval because they think that these words are jocularly used. They never take them seriously.

It is, however, quite possible that many such words which

appear to be queer and jarring in the beginning would lose their strangeness by use and appeal quite normal after some years. In Marathi such a movement by Savarkar and Madhav Julian was first declaimed by many as quixotic, but in due course the same words have become quite common, e. g., उत्तरदायित्व, दिनांक, स्थानक, etc, At the same time those words that are most naturalised in each language should be found out and used in technical subjects. New coins should be struck only if there are no good and significant words in the language.

Shortage of Books :

It is a patent fact that an important difficulty in the introduction of regional languages as media is the shortage of books on many subjects. And to teach and to study without books is next to impossible. This deficiencey is a serious impediment in the plan. Books also can be produced mechanically. But all such mechanical methods do weigh heavily upon the quality of the material.

If the quality of the material is to be high, any undue haste in the preparation of books should be avoided. On the contrary, the hesitant policy on the part of the Government and Universities has caused a long delay in writing books in regional languages. Instead of extending encouragement to such writers the Government's vacillating policy has been a deterrent to their enterprise. A definite and long term policy for the encouragement of writing books in regional languages would obviate this difficulty within some years.

Lack of Uniformity in the Different Languages :

As far as possible the different languages should attain a uniform level of development if they are to be used as the media of instruction at all stages of education. No such efforts have been made so far. If these levels are very unequal, that would mean unequal opportunities in competitive examinations and as such it would be a matter of concern.

In this connection it may be said that Marathi is comparatively a well-developed language. Amongst the Indian languages it occupies a high place. Still it possesses all those deficiencies of Indian languages which we have already noted. It has made a tolerably satisfactory progress in such

aspects of literature as drama, novel, short story, poetry, essay, etc. But it is lamentably deficient in scientific literature.

IV

The Place of English and Hindi :

It is quite certain that English cannot ever be our national language. This is neither feasible nor advisable. English has never touched our masses, while Hindi has a wide circulation even in non-Hindi speaking areas. Excepting certain southern areas, in the rest of India most people possess a workable knowledge of Hindi. Thus the place of Hindi as the national language is unchallenged and as such English cannot aspire to usurp that place.

Secondly, English cannot continue to occupy the important place that it does today. Within the coming fifteen years or so Hindi will undoubtedly take the place of Englih as the official language at the Central and inter-State levels. sFurther the regional languages will take their due place as media of instruction and replace English. Thus in due course the use of English is bound to be reduced. The sooner we realise these facts the clearer we shall know the importance of each language. And once we clearly define the role of each language no vacillation, procrastionations and illusions will linger in our minds. In a democratic country, people can not be duped under any pretext for a long time. They will have to be satisfied. In that case the earlier the writing on the wall is grasped the better.

From these statements it may appear that I am advocating the extinction of English from our system. It is not so. I have merely cleared the confusion and illusion about the role of English. It has a very positive role to play in developing our educational set-up, So long as our languages are not capable of coping with certain subjects at the higher stage. English cannot be removed. Its premature removal would mean a great blow to the present generation. English is indispensable for the present. So, it should be a compulsory subject from the High School to the First Degree as it was before. Simultaneously efforts must be made to enrich our languages by writing and publishing books. Once this policy is firmly established books will pour in and the apparently difficult problem of terminology will be solved by writers.

English serves another great purpose for us. The vast literature therein should be our reservoir from which we should draw according to our requirements. The great classical works in English on all subjects must be translated into our languages.

Marathi should be continued as the medium in the first two years. In arts and commerce subjects books are coming forward. If the University does not change its policy, more books will be written. At present there are almost no books for the degree courses. If English is made compulsory during all the years of the high schools and colleges a shift over from Marathi medium to English at the degree courses should not be difficult. A ten years programme should be declared, during which books for the degree courses should be encouraged and when this preliminary is complete the regional language should be introduced at the degree courses also as the medium. When the medium is well set, English should be made optional instead of compulsory first in the degree courses and then progressively below. Hindi as a Federal Language will be essential for all citizens. As such it should be made compulsory up to the matriculation and optional subseqently. This would give sufficient knowledge of Hindi to all citizens. Recently our Prime Minister said that though Hindi was our Federal Language and would soon be our official inter-State language it need not be considered more important than other regional languages. He further stated that in fact all the fourteen languages were national languages. If this statement is a sincere one the undue domination by Hindi would end, and these regional languages would be equally treated. Even competitive examinations, including the Union Public Service Examinations, should be conducted in the regional languages in due course.

THE INCUBUS OF LANGUAGES IN THE SCHOOL COURSES

by Y. D. KHAN, *President, Maharashtra Cosmopolitan Education Society, Poona*

ALTHOUGH curriculum development is an integral and vital link in the educational process, in advanced countries it is neither regarded as the king-pin in the scheme of education nor is importance attached to it to the same extent as in India. As a matter of fact, schools in the West are, as a rule, free to develop their own curricula and to undertake curricular experimentation, provided certain basic objectives, achievements and targets are kept in view. Schools in this country do not, however, unfortunately enjoy the academic freedom, which is their birth right. Curricular rigidity and structural inelasticity of school courses, and the top brass in the education hierarchy at the Centre and States even after Independence, have not been able entirely to shake off this attitude.

Apart from the fact that the core of the school courses has been almost the first casualty in the drive for educational reform initiated soon after Independece, no group of subjects in the school courses has received attention—in some ways unwelcome attention—to the same extent and in the same manner as languages taught at the school level. The anxiety to reduce the importance of English and the workload involved in the teaching of that language in the schools is understandable, although in some of the States, particularly in the old Bombay State, changes in this direction were made apparently more on political rather than on educational grounds and almost with a bewildering frequency. This statement is fully borne out by the evidence available in the Report published in 1959 of the Bombay Government Committee for the Integration of Secondary Education, of which I was the Member-Secretary. One of the major headaches, which this Committee had to tackle, was the need to provide for an adequate elbow space and time allotment for the principal languages in the region in the school courses without unduly upsetting its balance and starving other major subjects. The number and variety of languages to be fitted into the

framework of the courses and the workload involved in their teaching have posed ticklish problems, which are evading a solution satisfactory from all points of view. Although the three-language formula, which has been evolved, represents a substantial measure of agreement of views in educational and political circles, it is difficult to say that it is the last word on the subject, and it needs to be seen whether, and if so, to what extent, in usual practice, it raises problems of greater complexity than those it is intended to solve. Apart from any other considerations, education is a dynamic and progressively evolutionary process and is continually changing its frontiers and horizons, and finality on a matter of this nature would, in any event, be difficult to achieve.

If the whole problem of school courses from the point of view of languages to be taught is viewed ovjectively and dispassionately on educational grounds, it will be difficult to resist the conclusion that far too much is being made of the incubus of languages. India is, and has always been, a multi-lingual country with a welter of languages to be reckoned with. According to the Linguistic Survey of India, there are as many as 179 languages and 554 dialects in the country, although over a hundred of these dialects are spoken by a very small number, largely belonging to the tribes inhabiting the Northern and North-Eastern periphery of India.

In Ancient India

Although it is not easy to have a clear and precise picture of the variety of languages in use in ancient India, it is well known that Sanskrit of the classical type was the chief language of culture and religion prevalent among the intellectual classes, but the Prakrit forms of speech were in use among the masses, and these subsequently developed into a variety of spoken languages, constituting the main sources from which Hindi, Rajasthani, Gujarati, Punjabi, Marathi, Bengali, Sindhi. etc. emanated. The foreign languages such as a Turkish, Arabic and Persian began to have a powerful impact on the Indian languages largely as a result of the Turks, Moghuls and Iranians from the 11th century onwards, resulting in a catalysis, which produced, among other things, a new language known variously as "Rekhta", "Urdu", "Hindustani", etc. The Moghul rulers encouraged the development largely of Persian and Arabic, but other Indian languages such as Urdu, Avadhi, Brajabhasha, Punjabi,

Maithili, Bengali, Gujarati, etc. were also progressively taking shape and form.

It would appear that the accent during the Moghul period was more on the development of the languages and culture rather than on anything else. During the 17th century, which marks the beginning of the British rule in India, the British administration appeared to be more keen on the revival of the Indian languages, and support is lent to this view by the fact that Warren Hestings established in 1781 the Calcutta, Madarsa and the Benaras Sanskrit College was set up in 1792. Mount Stuart Elphinstone, Governor of Bombay, started in 1821 what was known as "The Hindu College" in Poona by diverting part of the funds utilised by the Peshwas for distribution as "daxinas" amongst the Brahmins. This college was originally intended to be seat for the teaching of Sanskrit, but later it developed into the "Deccan College", which is one of the oldest colleges in the Deccan with fine and noble traditions.

The early efforts of the British rulers were apparently concentrated largely on the development of the classical languages, namely Sanskrit, Persian and Arabic. The British education policy, however, underwent a change early in the 19th century, with the advocacy of reformists like Macaulay, Raja Ram Mohah Roy and others, and Lord William Bentick as Governor-General of India laid stress in 1835 on public funds being utilised on the imparting of knowledge to Indians of English literature and sciences. This policy decision was followed up in 1854 by the famous despatch of Sir Charles Wood, which, although it represents the corner-stone of English education in India, none-the-less contains a plea for the encouragement of the indigenous languages of the country. This important and historic document records : "It is neither our aim nor desire to substitute the English language for the vernacular dialects of the country. We have always been most sensible of the importance of the use of the languages which alone are understood by the great mass of the population. These languages and not English have been put by us in place of Persian in the administration of justice and in the intercourse between the officers of Govt. and the people". It is true that in spite of this declared policy, it was the teaching of English which received a shot in the arm, and English became the medium of instruction in secondary schools and continued

to occupy pride of place in the school courses until the thirties. It must be admitted, however, that during this period the indigenous languages also registered progress which, though not spectacular, was substantial.

Language Teaching

It will be seen that in the scheme of education in this country the teaching of languages has been occupying for centuries a central place and the various language groups in the country have had to study not only their mother tongue (which may be Bengali, Punjabi, Hindi, Marathi, etc.) but also the court language introduced by the ruling class. In addition, classical languages such as Sanskrit, Persian, Arabic etc. which are the repositories of the cultural and religious heritages of the various communities are also studied. An Indian child is thus and has been over the centuries multilingual through compulsion of circumstance and a combination of factors inherent in the historical, cultural and social background of the country.

The work-load involved in the teaching of languages at the school level is not confined to this country alone. The linguistic minorities are a feature of several countries in the West also, and the problems and difficulties which the education of children of such minorities pose, though not identical, are broadly similar to those encountered in this country.

In the West (and other places)

A number of countries in the West are highly polyglot, with a proliferation of languages and dialects, involving intricate and complicated issues, none too easy of solution, but it is a measure of their breadth of outlook and vision that they have been able to evolve systems, which, though not ideal in all respects, provide practical and fairly satisfactory solutions of the difficulties involved.

A rapid survey of the linguistic scene in Europe shows that Switzerland has four different languages, viz. German, French, Italian and Romanch, and these have been assigned the status of "national languages". Three of these are spoken by the majority groups, viz. German, French and Italian and treated as "official languages" used in all official

correspondence and administration. The medium of instruction in primary and secondary schools is the official language of the region concerned, but separate schools are provided in those places which are bilingual. In all schools one of the four national languages is required to be taught compulsorily as a second language.

In Relgium, there are three different languages, viz. Flemish, French and German, of which two, viz. Flemish, and German are treated as "official languages" used in official correspondence, administration etc,

The U. S. S. R., however, presents an intricate and picturesque mosaic of language patterns, with about 200 languages and dialects spoken by a variety of linguistic, national or political minorities. About 60 only of the 200 languages, have however, assumed the status of important languages with their own literature.

Prior to the Revolution, under the Tsars, Russian was the only language in use as the sole medium of instruction and for the purpose of administration. After the Revolution, however, a much more broad-based policy is being followed in Soviet Russia, and the linguistic and cultural interests of the various political and linguistic minorities in the country have been fully safeguarded. It has been the constant endeavour of the Russian Govt. to develop, encourage and enrich the various regional languages and cultures, which are allowed to be used as the media of instruction.

To take an example, in the Republic of Georgia, the Georgian language is the medium of instruction at the school and university levels, and similar is the case in the Kazakh Republic, but the different linguistic groups study Russian also in addition to their own regional languages.

In Japan, the medium of instruction in schools and colleges is the Japanese language but English is taught far more extensively than any other Western language, as it is useful for commercial and scientific purposes.

In Canada, which is a bilingual country and has a federal system of Government, both English and French have been assigned the status of official languages, and it is permissible to use either language in the legislature and in administration Official publications are also issued in either language. The

medium of instruction is English as well as French. In some Universities provision also exists for the teaching of the other language.

The place of English

With the tremendous and spectacular advance in nuclear sciences in recent years, English figures prominently and can be said to occupy pride of place in the schemes of language-study under way in many countries. Although at one time French and German were widely studied, in view of their importance in the study of sciences, English and Russian are now trying gradually to elbow out these languages. Even in France, English is one of the most important languages widely studied. Since the Second World War its study has became widespread in the Scandinavian and Southern countries of Europe. In Soviet Russia, English is one of the leading foreign languages, the study of which is compulsory and conditions are broadly similar in East European countries so far as English is concerned.

The foregoing thumb-nail sketch of the position of languages in a few of the Western countries leaves little room for doubt that in the modern context many of the leading countries in the world have to be multilingual with the need to provide for the study of more than one language in their schemes of education. In India also in view of its historical and social background more than one language in addition to the mother tongue is usually studied.

Under foreign rule, Turkish, Persian, Arabic, English, French, Portuguese, etc. were studied in India in the regions concerned in addition to the mother tongue and one or two classical languages. Even under the three-language formula, which has been evolved, the study of languages is not likely to be confined to three languages In Maharashtra, there are quite a few important linguistic minorities, viz, the Gujarati speaking communities, including Gujaratis from Gujarat and Saurashtra, Parsis, Boharas, Kachhis, Memons ect., and they have their Gujarati medium schools where subjects are taught through the medium of Gujarati. Pupils in such schools will have to learn Gujarati as the mother-tongue in addition to Marathi, which is the regional language, Hindi, the national language, and English On top of these languages pupils may also take a classical or a modern language such as Sanskrit on French, so that it is not improbable that a

child may have to study as many as five languages. Similarly Urdu speaking, Kannada speaking or Bengali speaking communities in Maharashtra will have to provide in their schools where the medium of instruction is Urdu, Kannad or Bengali, as the case may be, for a study of as many as five languages. The language burden in the school course would thus appear, at first sight, to be very heavy, and it has been in recent years a major headache for educationists, who have the responsibility to formulate school courses, to evolve well balanced courses. There can be no disputing the fact, however, that a child must be taught through his mother-tongue, whether it is Marathi, Gujarati, Kannad, Bengali or Urdu and if the student is a citizen, say of Maharashtra, he must also have a competent knowledge of the regional language, namely Marathi, which is the language of business and administration so as to be able to compete on terms of equality with other students in the State in all administrative, commercial and political spheres. Although during the decade following Independence there has been watering down of the importance of English, it is gratifying to note that the study of English is now gradually occupying an important place in the school curricula due largely to the recommendation of our Committee for the Integration of Secondary Educatin which made out a strong and convincing case for the teaching of English from Std. V so as to arrest the slump in the standard of English set in motion during the last decade and a half. It is essential, on practical grounds for students to have a competent knowledge of English in addition to that of their mother-tongue, the regional language, and Hindi, which is the national language and which will replace English in the fulness of time, as the link language throughout the country.

His Standard of English and the Regional languages

It would not be out of place to enter a caveat in this connection and to stress the need for the pattern of school courses to dovetail, to some extent, at any rate, with the curricular set-up at the college level. The media of instruction at the college level are increasingly being switched over, to the regional languages, particularly in the humanities. Students leaving high schools and the conclusion of their Matriculation or S. S. C. course and joining colleges are brought face to face with the situation in which they have to

listen to lectures delivered largely through the regional languages (Marathi, Gujrati, Kannade, etc.) or, in some cases, through English. Those coming from high schools, where the medium of instruction was other than the regional languages, find no end of difficulty in deriving full benefit from the lectures delivered through the regional languages. Nor is the plight of the students who have to listen to lectures delivered through English less pitiable, in view of the general fall in the standard of English. In these circumstances it is absolutely essential for high schools, where the medium of instruction is other than the regional language (say, Gujarati, Kannada, Urdu, etc in Maharashtra), to endeavour to maintain in their schools a very high standard so far as the regional language and English are concerned, and to ensure that their students possess a competent knowledge of the regional language (say, Marathi in Maharashtra) and English, so that their alumni have a safe and smooth passage through their college courses. A large number of students, who prematurely leave the college courses, belong to that category of boys and girls, who hail from schools where the medium of instruction was other than the regional language, and consequently whose knowledge of the regional language (and English) was poor. This situation is a sharp reminder of the need to *establish a certain measure of coordinatian* between the school and college courses and to ensure that there is no abrupt and violent change in the media of instruction at the school and college levels.

Mr. M. C. Chagla, Union Education Minister, recently appointed the Commission to carry out a probe into the existing position of education in the country and to suggest measures with a view to its improvement. It is hoped that the Commission will also carry out a depth study of the language problem in all its aspects and implications, and particularly of the three-language formula, so far as it affects educational development at all levels, and try to ascertain a wide and representative cross-section of opinion bearing on the subject before formulating its recommendations.

SOME PROBLEMS OF LANGUAGE IN INDIAN EDUCATION

by M. S. V. CHARI, *Tindivanam, Madras State*

1. The medium of instruction in colleges :

This is the problem of problems which stares the Indian educationists in the face today. It is further complicated by the fact that it is extricably interwoven with politics and sentiment. The controversy is three-fold : should the medium of instruction be regional, national, (Hindi) or English ? In fact, in the Madras State certain mushroom politicians are creating a lot of nuisance and threaten to disturb the peace in the country by clamouring for a regional language medium even in higher education now and here. The present Union Minister for Food when he was Education Minister in Madras State gave a sporting trial to this demand. Experimental classes were opened in his time to conduct higher education in Tamil. But there was very poor response from the students, who certainly know their own interests better and refused to fall a prey to futile sentiment. These experimental classes were therefore abolished by the present Chief Minister of Madras State who is the Education Minister. This has incensed some politicians who want to stage demonstrations insisting that students should be compelled to take to higher education in the Tamil medium and they should have no choice in the matter. This is in answer to the Madras Chief Minister's assurances that if a sufficient number of students come forward to learn in Tamil medium, he would always make ample preparation to accommodate their desire. He has even asked the Madras University Syndicate to consider his suggestion that instruction in Tamil might follow lectures in English in the P.U.C. as the switching over from the regional language to English in the case of students joining the U. P. Classes from secondary schools makes it difficult for them to follow lectures in English. There is every reason to trust that the Syndicate will sympathetically consider the suggestion which is so reasonable.

Another aspect of the controversy is, whether the medium of instruction should be Hindi or English in the College.

As Hindi is a national language, it is but reasonable that it should be the language of higher education as in Japan, Germany, U. S. A., France, etc. But that bedevils the solution of the problem is the insistence on the part of the advocates of Hindi on the use of Hindi equivalents for international terminology both in the sciences and humanities. This would make true higher education nearly impossible and bar further progress in it.

A solution can, however, be found if higher education is conducted in Hindi, strictly maintaining the international nomenclature as well as teaching English to college students *effectively* and impart to them *a good working knowledge* in it, through more oral and written compositions followed by correction of these exercises rather than prescribing a bulky course of English studies, which they can hardly assimilate, having regard to their background in English in their lower classes. We can also ask them to study English text Books dealing with their subjects, Hindi being used to make them uderstand their subjects more thoroughly. They may be permitted to use international terminology in English freely in their answers and not use their Hindi equivalents or even transliterate them and multilate the technical terms to a painful degree. The medium of instruction may be *bilingual*, Hindi and English. Thus we may both satisfy sentiment as well as preserve standards and ensure the unimpeded progress of higher education.

2. *Do students need textbooks at all?*

According to the dictionary meaning a text book is 'a manual of instruction'. It is intended for the benefit of both the student and the teacher.

Text books indeed fulfil an important function in the progress of education. The textbook writer who is generally expected to be an authrity on the subject, conveys through his book the great discoveries and authority on the subject, conveys through his book the great discoveries and thoughts of learned men in all branches of knowledge and traces the development of knowledge to the time of his writing. Obviouly, it would be impossible both for the student to go direct to the writings of the great savants themselvs. More often that not, their discoveries and throughts can only be collected from dissertations written by them in technical

journals or papers read by them before learned academies. They have neither the time nor the inclination to convey their discoveries and throughts in a language which people lesser in intelligence than they can comprehend. What they said and discovered have necessarily to be collected in the form of textbooks by the learned professors and academicians who have taken upon themselves the task of educating the young men in the country.

It is only such standard textbooks that really serve the cause of education and are responsible for the true progress of education. Obviously only two categories of textbooks have a right to exist, one serving the cause of secondary education and the other that of higher education. But the publication of textbooks for each standard and each annual stage of education and strictly confining themselves to the prescribed syllabus for every grade, has done more harm than good to the cause of real education.

The present day textbooks, at any rate in India, barring a small minority, benefit only the publisher, financially. But they are a source of great financial strain on the students. They also contribute to the laziness of both the teacher and the student. What is worse, it kills all incentive to know more than what is indicated in the syllabus. But for these textbooks which have been published for every grade from the II standard to the degree classes, the teacher would have to approach the standard textbooks, and cull from them his daily notes of lessons. The student, who now relies on his poor textbook, hardly pays attention to the instruction of his teacher in the class which, truth to tell, is only a dull repetition of what is contained in the prescribed textbook. These cheap graded textbooks have contributed not a little to the indifference of students in the class.

The pernicious practice of prescribing textbooks, except in languages, has to be discouraged. Instead, every school and college should stock a certain number of copies of standard textbooks in their libraries. The teachers aught to be expected to prepare their notes of lesson directly from these authoritative textbooks and the students too should be encouraged to have a peep into these textbooks, if necessary under the supervision of the teacher. It is only thus that we can hope to achieve higher standards in our schools and colleges.

3. *The three-language formula* :

It is more than obvious that it has not been possible for secondary schools in India to implement the three-language formula in spirit, though appearances are sought to be kept up as if it is being implemented. In the Madras State, Hindi, though it is a national languge, is a subject in which no minimum has been prescribed for a pass, though it is a compulsory and an examination subject in the S.S.L.C. and other class examinations.

In the North, instead of teaching a South Indian language, the formula is being circumvented *in spirit* by teaching a classical language like Sanskrit or other regional language which is akin to Hindi.

The fact of the matter is, there are practical difficulties in the implementing the formula. Teachers who know two languages, a South Indian and a Northern Indian language are not available and unless such teachers are available in large numbers, the true implementation of a three-language formula would be impossible. The bilingual knowledge would be very essential if students with one regional language are to be taught a language different from it. If the three-language formula is successful in Europe, it is because there are teachers who are proficient in two or three languages. In the Southern States there are many language teachers who can successfully handle Hindi classes because they are fully qualified in Hindi which they can explain in the mother tongue. That is why in the Southern states they are able to implement this three-language formula. It is possible to meet the shortage of teachers of South Indian languages in the North by inviting Hindi pandits of the Southern States to teach in the North where Hindi is the mother tongue by giving them a salary which will attract them to go all the way to the North viz: a migration and language allowance amounting to Rs. 50/- may be given in addition to their usual salary. A long range plan would be to set up Sabhas in the North like the Dakshina Bharath Hindi Prachar Sabha to enable the spread of South Indian Languages in the North. This would naturally take a long time to produce adequate results. The Centre must take this responsibility for the establishment of such Uttara Bharath Sabhas for teaching South Indian languages. Another possible solution of this problem would be to amend

the three-language formula into one of two languages and make the third language optional. The students may thus be permitted to choose either Hindi or English. In the alternative the student may be taught all the three languages at different stages : regional language from the beginning; Hindi from VI standard onwards; and English from IX standard onwards. If we want to implement the three language formula the numbers of core subjects have also to be reduced from standards IX to XII or we may allow the students to choose in the case of core subjects, as is done in West Germany and some other countries in the West. Another alternative is, we have to extend the period of secondary education if we are ambitious enough to retain the three language formula as well as the present number of core subjects and teach all of them to a fairly good standard. We may thus extend the secondary education course to a period of 13 or 14 years; 5 - 3—5 or 6 with the target of attaining the old Inter standard.

There is still another way to implement the three language formula; if we decide to teach them from the point of view of teaching them the language instead of its literature. Our aim must be to make them the pick up a *fair working knowledge* of these languages rather than to teach them their rich literature. For this purpose we should slash considerably the number of lessons in languages, say by 50%, and devote the time saved thereby to teach them the language by composition practice, both oral and written and correcting it. If we want to teach the students three languages as we do now, especially in the case of English and the regional language, we will have very little time to teach many other essential subjects of the curriculum.

HINDI AS A SECOND LANGUAGE

by SHAMSUDDIN, *Professor, Teachers College, Bilaspur*

THERE can be no two opinions with regard to the need and importance of learning Hindi in the new Indian context. Since it has been adopted in the Constitution as the official language of the Union. All the official correspondence and administrative work in India will eventually be carried out in Hindi. Also as a large majority of people in India speak or understand this language, it may also become a language of communication for other purposes too : In other words it is expected to become the lingua franca of the country. Under the circumstances those who do not know Hindi will be seriously handicapped. Besides these utilitarian purposes, there is the greatest need of all the people living in Indian territory to know one common language like Hindi to promote national unity and solidarity. With this purpose in view Hindi is being taught as a second language for all non Hindi speeking people of india.

India, being a country of many languages, presents a serious problem in so far as the teaching of languages is concerned. There are as many regional language as there are regions; but out of these, only fourteen regional languages are declared as national for the purpose of adopting them as media of instruction in their respective regions. Hindi is being raised to the status of the national language to replace English in about fifteen years after the commencement of the Indian Constitution. English, having lost its original position and prestige, is to continue to be taught due to its utilitarian value in international affairs. Thus a child in our school has to learn three languages—the mother tongue, Hindi and Enlish. Where Hindi is already a regional language and the mother tongue of the people, the children have to learn any one of the classical languages.

The regions, where Hindi is neither the mother tongue nor the regional language nor spoken or understood by the vast majority of the people, are konwn as non-Hindi speaking areas. It is here that Hindi is taught as a second language. In India Uttar pradesh, Bihar, Madhya Pradesh, Rajasthan,

Himachal Pradesh etc. are the Hindi speaking areas. Here there is no problem of teaching Hindi. But in rest of the country including Maharashtra, Bengal, Assam and specially south India, the problem of teaching Hindi assumes an intricate task demanding our immediate attention.

First of all there is the problem of script. Inspite of the Devanagri script of Hindi much more easy and scientific in comparison to other scripts, there are certain difficulties in them as pointed out by the critics. For example there are certain words in Hindi which are written in the same manner but pronounced in different ways such as the words खाना (Ravana) and खाना (Khana). The letter 'य' (Ya) is pronounced as 'ज' (Ja) in some parts of the Hindi speaking areas. Therefore the words like जमुना, जज्ञ, यात्रा ect. are also pronounced as जमुना, जज्ञ, जात्रा,—etc. in certain parts of Bihar. Then there are certain letters in Hindi which are written in different ways such as अ, अ, इ, झ, ण, क्ष, क्ष, etc. and this causes wonder and amazement in the minds of non—Hindi speaking persons, Similarly the sanskrit letter 'ऋ' is pronounced differently in different Hindi speaking areas as र रि and even as रु in some non-Hindi areas. The use of the letter ङ and ङ also presents difficulty for non-Hindi speaking people. In fact there is no such letter as ड in Sanskrit but it is freely used in Hindi even while writting sanskrit words like 'जड', 'क्रीडा', 'नीड' etc. In spite of these petty difficulties, there is much that can be attributed to Hindi with regard to the ease and facility with which it can be learnt by the non Hindi speaking people. Hindi is much closer to Marathi, Gujrati, Rajasthani, and Bengali due to their scripts being based on a common Devanagri pattern. The letters of Hindi therefore, can be easily understood by the people speaking these languages. There is some difficulty with the Urdu speaking people but that too is not so great as, the words and word order are practically the same in Hindi and Urdu. Of course the greatest difficulty lies with the Tamil speaking south Indian people whose Dravadian script and other things are very much different from Hindi. It is here that Hindi needs to be simplified and brought closer to the heart and mind of the people.

Secondly there is the problem of pronunciation. The non-Hindi speaking people are predominantly influenced by their own mother tongue or regional language and the fail to

pronounce Hindi words properly. For example a Bengali speaking person will pronounce घर as घार and a marathi speaking person बहिन as बहिण or सरल as सरण Such is the effect of their respective mother tongues on their tone and pronounciation. But this does not make their Hindi unintelligible and hence it should be tolerable and permissible. The rigidity in pronounciation should be relaxed to give greater impetus to non Hindi speeking people to learn and speak Hindi language.

Again there is the problem of learning grammar in Hindi which is very flexible in its nature. For example in Hindi पत्र is masculine and चिट्ठी is feminine. The Hindi speaking people can not give any reason for it. There are certain words which have one gender according to the Hindi grammar but in usage they are permitted to be used in other genders too. Certain specialities of Hindi grammar are due to the effect of dialects which create complexities for non-Hindi speaking people to learn Hindi. The only way to solve this problem is to simplify Hindi grammar to enable non-Hindi speakers to tearn it. This field needs research work to be done by the expecters of Hindi in the language laboratories to be installed at important centres in the country.

For teaching Hindi to non-Hindi speaking children there is a great necessity of such teachers who, besides the knowledge of the Hindi, should also possess adequate knowledge of the language of the non-Hindi speaking pupils whom they teach. In fact language teachers should know as many languages as possible to enable them to have broader perspective of the art of language. They will also be in a better position to solve the practical difficulties of non-Hindi speaknig pupils. Besides the multilingual teachers, their should be enough teaching material including simple books in both the languages. Specially there must be standard bilingual dictionaries. Supposing Hindi is being taught to pupils of Marathi speaking areas, then there should be good dictionaries from Hindi to Marathi and from Marathi to Hindi. This will facilitate their learning of Hindi. Also such dictionaries should be compiled by the joint efforts of the persons having knowledge of both the languages.

In order to create love and taste for Hindi literature, the non-Hindi speaking people should be supplied with special simple editions of some of the standard and well known books

of Hindi-literature such as Tulsi's Ramayana or Jayasi's Padmavat etc. If possible the translations of some of the selected pieces of Hindi be published in various other languages. The story books and novels of famous Hindi writers can easily be translated into different regional languages. Similarly the history of Hindi literature can also be published in other regional languages. This will not only popularize Hindi in non-Hindi areas but facilitate the learning of Hindi by them.

Besides the above dull and dry methods, some more interesting ways and means can also be adopted to make Hindi more easily palatable and comprehensible, to non-Hindi speaking persons. Among these can be included the films and film strips in Hindi, story-telling, community singing of prayers and national songs, record playing, Radio broadcastes dramas and magazines. Literary programmes including lectures and Kavi Sammelans will also go a long way in arousing interest and taste for Hindi in non-Hindi speaking people.

In the end it should not be forgotten that language is not taught, it is learnt and that too by speaking or practising. It is an art and like all other arts, it is also learnt by practice. Teaching all the alphabets of Hindi or the rules of Hindi Grammar will never enable children to learn Hindi language. Therefore the best method of teaching Hindi language is to make pupils listen and speak Hindi first. Once they have learnt to convers in Hindi, then they may be asked to read simple Hindi and in the end they may be taught to write. This is the most scientific and psychological method of teaching any language. Similarly to promote Hindi and create unity in Hindi and non-Hindi speaking people emotional integration between the two is essential. It will not be achieved through competitive examinations in languages or introducing a second language in the school syllabus. But it will be possible by creating a love and liking for the language aroused from within their hearts and not imposed from above.

STUDENT VIEWPOINT

I. VACATION-TIME EDUCATION AT HILL STATION

by ANIL BHARGAVA, *St. Xavier's School, Jaipur*

WHEN, in summer seasons, it is very hot and teaching and learning are difficult, hill stations provide the best of time for education. Outside of bookish education, art, dance and music are also necessary; but the little time we devote to them in our schedule is not sufficient. And so for the sake of a change as well as to learn something outside our regular course of studies, it would do us no harm to travel to a hill station, like Dalhousie.

The reasons why I have suggested Dalhousie as the place are because it is the least expensive hill station and from the time the Britishers left, there have been many vacant villas not in use. So why not the children, students and teachers make use of this place for education? Could you imagine trains from different corners of India, Srinagar, Ahmedabad, Trivandrum, Madras, Bombay and Shillong, unloading masses of boys and girls at the station of Dalhousia? What joy it would for the young ones to run and play about freely? A delight for children and students and a seminar for teachers, DALHOUSIE could be. So now let us discuss the possibilities of having an educational camp to Dalhousie, and how and who should go. What activities and subjects should be taken, should also be included in the discussions.

The possibilities of organizing such a camp are numerous; of course the government would have to cooperate to its full capacity. The government could issue and pass out circulars to schools, advertise the camp, give provision for food, concession in Railways and collaborate with tourist and education departments on the project to promote this activity. The camp would be for all, but there would be some, though talented and enthusiastic, who would be unable to participate because of insufficient 'Paisas'. For such as these and the cripples and handicapped, the government could give financial assistance. Thus with government's full cooperation there would be no doubt of its chances of success.

There would be many things we could do in the camp. Since studies come first, those who had fallen behind in class could cover up the course and those wanting to go ahead could move on in studies. For such as these regular classes could be held. Also because we get very little hours for reading novels, we could utilize past of the time in that. Besides reading and writing, there could be games and sports participation could be had on competitive basis, schoolwise or statewise and prizes awarded for those who are outstanding. We could learn to play some uncommon and unusual games also like pickles or play instruments or even learn to type. Hiking, swimming, fishing and picnicking could also be included in the enjoyments; Dalhousie would provide the best opportunities for these too. All these activities would use up morning and afternoon at least and evenings would be left. The best use of evenings could be made by holding cultural programmes. This, too, could be held on competitive basis. Each school could contribute something to the programme; dramas, monoacting, music and so on could be the high lights of the programme. Whichever group contributed the best programme could be announced winners and given certificates for proficiency. Handicapped also need a change and while all this goes on, they could practise their craft. These activities would promote goodwill among schools and a better knowledge of each other. For the teachers, too, this would provide good opportunities of discussing the methods of teaching.

In this way all those who have participated in the camp at the hill station, away from heat, would profit.

II. SUMMER SCHOOLS

by Clarence Lobo, *St. Xavier's High School, Jaipur*

Summer in India is a time ill-suited for studies. In the North the heat is extreme; in the coastal areas the climate is too sultry. Hence it is that schools and colleges affiliated to Indian Universities have their principal vacation in summer. But there are places in India where the summer is pleasent. These are mostly hill stations, but there are also places like Bangalore which have an equable climate throughout the year, and which are as pleasant in summer as at other times of the year. Though schools and colleges remain closed in these places also, for the vacations cannot be different in differet places in the same state, there is no real obstacle to studies in such places such as the climate presents in the hotter parts of the state. Accordingly we find that while schools and colleges remain closed for the summer vacation in these places, the school and colleges premises are not infrequently use for conducting refresher courses for teachers or for short courses in various subjects whether for teachers or for people in other walks of life. Such courses of instruction conducted during the summer have come to be known as Summer Schools.

Summer Schools of the nature described above are obviously highly desirable. Teachers who meet at a Summer Schools are able to enjoy one another's company, exchaning experiences and generally benefit from one another's knowledge. This equally applies to to Summer Schools in which people in other walks of life participate. It is a pleasent and profitable way of spending a vacation or a holiday.

But it is time that Summer Schools were put to uses other than that of supplying refresher courses to those who already possess all the knowledge that they need to have and whose knowledge merely needs 'brushing up'. There is in each state quite a number of persons who have failed to achieve success in some university or other academic examination and whose means or other circumstances have note allowed them to continue their studies in school or college or other regular

institution for the examination for a second or subsequent appearance at it. Such students are sometimes discouraged by their failure, and as they despair of preparing adequately for the examination by themselves they finally give up the attempt to pass the examination. Others do make an attempt to pass the examination, but their unaided efforts fail to bring them success, as they stand sorely in need of guidance and help, which not being regular students they cannot obain. Generally private students do not stand in need of regular whole time instruction and some coaching for a limited period may help them to achieve success. Such limited coaching can be provided in a school in which classes are conducted for the period of the summer vacation, and if such private students attend Summer Schools specially conducted for them they cannot fail to profit greatly from them and generally to achieve success in the university or other academic examination in which initially they had met with failure. For such schools will be conducted in a pleasant climate, far removed from the enervating heat of an Indian sammer. Again competent coaches will provide just the instruction the students need for achieving success.

DALHOUSIE—A SUMMER SCHOOL

by Prabhat Seth, *St. Xavier's High School, Jaipur*

Every summer vacation passes without our gaining anything from it. But if we ask ourselves the question 'Can I help but waste my vacation ?' We see that there is no alternative. If there was a summer school, perhaps, something could be done so, why not have a summer school ?

Dalhousie, in my opinion is an ideal place for a summer school. Since the temperature in the plains is so unbearable, one tends to migrate to a cooler place for the summer. Hence one would head for Dalhousie as it is high up in the deliciously cool mountains.

Painting is one of the many subject that could be taught there. When painting, an artist looks for a peaceful atmosphere and one certainly can find peace in this hill-station. Another necessity is beautiful scenery. In Dalhousie, you cannot find it anywhere. The green mountains, the grey tortuous roads along the precipitous slopes, the crimson sun sinking into a valley are some of the hundreds of eyecatching scenes seen from Dalhousie. What else could you want when learning painting ?

Similarly, photography too could be taught here. A teacher could take his pupils practically anywhere to teach them the art of taking good photographs. Opportunities for clicking different types of photographs come by the hundred. The light too is abundant thereby giving a novice sufficient time to train himself to perfection. Thus there is a golden opportunity for a novice to learn and be able to shoot good photographs.

As a person goes to a hill-station usually to build up his health, he might as we do a thorough job of it. Gymnastics is the very thing he needs. Gymnastics builds a person's strength, sharpens his sense of balance, makes his body flexible and gives him a sense of co-ordination. Hence if a teen ager takes up gymnastics seriously, he is sure to be fitter not only wheh he is young, but also when he is old. This chance, of learning and doing gymnastics, a boy does not

usually get in school. Another good point about having gymnastics in the summer school is that the parallel bars and other equipment do not occupy a very large space as the other sports do. It gives a person plenty of exercise and at the same time does not need a large field.

Teachers are needed for running a school too. They would get a chance to live in the hills away from the scorching heat of the plains and at the same time work for a living. Teachers normally like to be with students and this summer school would give them a chance of being with youngsters during the vacation too. Moreover, the town also would profit from a summer school because there would be a boom in business. Hundreds of extra tourists coming and going, buying things, boarding and lodging would make Dalhousie come alive. The shop keepers, hotel agents servants — all would be able to live a better life.

Hence we see that instituting a summer school in Dalhousie will bring health, good fortune and knowledge to everybody. There is everything to gain and nothing to lose.

ABSTRACTS FROM EDUCATION JOURNALS

Language Policy in Education, G. S. Mahajane.
2(2) April-May 1964, 15–16

THE CORRECT language policy in the schools would be to encourage the child to speak English and Hindi before he is ten years old. Direct method should be used in the initial months. Formal teaching should begin in the fourth grade with reading and writing. Subjects like Science and Mathematics should be taught in English, making free use of regional language. This will afford the pupil ample opportunities of conversation in English and help him to attain the objective of "sufficient mastery." As for medium at the University stage the following suggestions are offered: (1) For science and professional subjects, the language to be used should be one of the international languages, say English; (2) For humanities the language should be the regional language; (3) English and Hindi should both serve as link language. This arrangement will not be as water-tight as it seems to be. In the first place, those students who have taken up arts or humanities will have some courses in science under the General Education pattern, so that the too will have to traverse the sector of English. Secondly, although social sciences are nearer arts subjects and humanities, there are certain areas which require the treatment of exact sciences. Here both English and regional languages will have to be used with judgement. Lastly, since one of the functions of the university is to be of service to the common man, it will be the duty of faculty members to produce popular science literature in regional languages and Hindi and to make available important researches in humanities in English and Hindi for people outside the region.

Beginning the study of a Second Language, Kamalendu Chakraberty.
Teachers' Journal, 43(7) Juty 1964, 158–160

Despite the general acceptance of the three-language formula considerable controversy still persists as to when instruction in a second language should begin in a school.

Though psychologists temselves do not agree as to the actual process of learning language including the mother tongue by the child, there seems to be a general agreement among themselves as to the span of ages when a second language can most conveniently be learned. This period seems to range from age four through eight. In this early period the brain seems to have the greatest plasticity and specialised capacity needed for aquiring speech. This specialised capacity includes the ability to mimic accurately sounds, rythm, intonation, stress, etc., of speech.

Present Poor Standard of English and Heavy Failure in it, Ram Kirti Singh Yadava. Shikshak, 8(6) June-July 1964, 23–26.

The reasons for the low standard of English and the consequent heavy failure in the subject are: (1) faulty educational policy; (2) faulty methods of teaching; (3) evil system of examination; (4) unsatisfactory text-books. Under the present educational policy English has an unsettled position and dwindling importance. The reorganization of secondary education has reduced the time of learning English, increased the syllabus and divided the attention of the students among various subjects, thus affecting the students' progress. Secondly, English which was taught by direct method previously is now being taught by translation method. This hinders learning the language quickly. Thirdly, the current system of examination examines only the memory of the students and not their imagination. Lastly, bad and unsuitable textbooks contribute to the low standard. The books are selected by members of the Board and not by the persons who are in contact with the children. The teachers use books as an end and not as means.

TEXT OF RESOLUTION OF THE CONGRESS WORKING COMMITTEE ON LANGUAGES

The Working Committee regret to note that there still exist in the minds of our people apprehensions regarding the language policy of the Government and its implementation despite clarifications in the resolutions of the Congress, the resolution of the National Integration Conference, the decisions of the Government of India and the assurances given by the late Prime Minister, Pandit Jawaharlal Nehru, and reiterated by the present Prime Minister, Shri Lal Bahadur Shastri.

The Congress has always been clear that the stability and progress of this vast country with all its diversities depends upon solutions of all delicate issues by consent and cooperation of the people. Accordingly, it has been working for the evolution of basic principles in relation to the language policy which are just and fair to the people in all the States and are keeping with the essential unity of the country. In this country had the benefit of the guidance of Mahatma Gandhi and Pandit Jawaharlal Nehru. As a result, certain consensus has emerged in relation to the language policy.

Regional languages :

It was in this context that the Constitution of India had laid down that Hindi should be the official language of the Union, at the same time, recognizing all the principal regional languages as the national languages of the country. It accordance with this constitutional provision, it was expected that all necessary steps would be taken to use and enrich these languages. The Committee feel that adequate attention has not been paid to this aspect. The committee urge upon the Government of India to devote greater attention to the use and development of Hindi and all the

other national languages in cooperation with the State Governments. The Working Committee want to make it clear that the country cannot go far enough nor shall we be able to carry our people by the millions to the destined goal of a new, just, and prosperous society unless the objective of full development and the national languages is achieved.

There is considerable fear, however, in the public mind that Hindi or English is going to be imposed upon them. The Working Committee would like to reiterate the firm resolve of the Congress to the assurances given by the late Prime Minister, Pandit Jawaharlal Nehru. The Congress stands by these assurances.

Section 3 of the Official Languages Act, 1963 prescribes as under :

"Notwithstanding the expiration of the period of 15 years from the appointed day, continue to be used in addition to Hindi—

(A) For all the official purposes of the Union for which is was being used immediately before that day : and

(B) For the transanction of business in Parliament.

Apart from this, according to these assurances, every State will have complete and unfettered freedom to continue to transact its own business in the language of its choice which may be the regional language, Hindi or English. Secondly, except as between the States having the same official language, communications from one State to another will/be either in Hindi accompanied by authentic English translation or in English. Thirdly, non-Hindi States will be free to correspond with the Central Government in English. Fourthly, in the transaction of business at the Central level, English will continue to be used as an associate official language in the intervening period. No change will be made in these arrangements without the consent of the States.

The Working Committee note with regret that the three-language formula has not so far been implemented by some of the States. The Working Committee feel it necessary that immediate steps are taken to effectively implement the three-language formula evolved by the National Integration Conference and accepted by the country.

All-India services :

The Working Committee also considered the question of the medium for the examination for the all-India services. The Working committee recommend that as soon as possible examinations for the all-India service should be held in Hindi, English and the pricipal regional languages and that candidates may be given an option to use any of these languages for the purpose thereof.

As this will raise other questions regarding the quality of tests in terms of fair and proper application of the standards of moderation and about the various States having an equitable share in the all-India services, the Working Committee recommend to the Government of India that these matters should be examined in all aspects.

The Working Committee recommend to the Government of India and the Governments of the States to examine the steps that should be taken including amendments to the Official Languages Act of 1963 to give effect to the assurances given by Pandit Jawaharlal Nehru and all the recommendations made in this resolution.

PRIME MINISTER'S STATEMENT IN THE PARLIAMENT

"A meeting of the State Chief Ministers was convened to consider the language issue met on February 23 and 24.

"The meeting strongly deplored incitement to violence in order to give expression to grievances of any kind and urged that strong action be taken to put down lawlessness. It considered that recourse to violence and destruction of public property cut at the very root of the democratic process which required that all differencess should be settled by methods of discussion and persuasion.

The meeting felt that all those who were in a position to influence public opinion should speak out frankly against use of violence and mobilise public support for settling disputes and differences in an orderly way. At the same time, the conference recognised that genuine difficulties, as well as unwarranted apprehensions aroused by misleading propagada, must be speedily removed.

Trilingual Basis:

The conference recalled that through the provision on the subject in the Constitution, through the enactment of the Official Languages Act, through the decision to have a trilingual basis for education and through the assurances given on the floor of the Lok Sabha by Mr. Jawaharlal Nehru, and reiterated and amplified by me in a broadcast to the nation on February 11, both the long-term objectives and the need to move towards these with the necessary caution had already been spelt out. Hindi is the official language of the Union and English is to continue as an associate language. There was no question of making any modification in these basic decisions on which alone sound policy could be evolved. What needed consideration was a number of practical issues arising therefrom including amendments to the Official Languages Act, 1963. to give effect to the assurances reffered to above. The Chief Ministers agreed that an examination of these issues should be taken in hand.

"The importance of ensuring equality of opportunity as enjoined by the Constitution as between people belonging to different parts of the country was emphasised by many Chief Ministers. A reference was also made to the question of States having an equitable share in the all-India services. The need for evolving a sound system of moderation for examination for all-India and higher Central services before the introduction of Hindi as an optional medium was emphasised.

It was further urged that consideration should be given to the introduction of regional languages as media for these examinations. It was suggested that before any decisions are taken on these questions, a study of all aspects involved should be undertaken in cooperation with the Union Public Service Commission.

The Working of the three-language formula evolved by the Chief Minister's Conference on national integration and accepted by the State Governments was reviewed. It was decided that this formula should be fully and effectively implemented in all States. It was urged that in accordance with this formula, the study of an Indian language, in current use, preferably one of the Southern languages, apart from Hindi and English in the Hindi-speaking areas and of Hindi along with the regional languages and English in the

non-Hindi-speaking areas, would further promote national unity and encourage better and freer communication between the people in different parts of the country.

The necessary action will now be taken by the Union Government in pursuance of the above decisions."

CHANGE-OVER TO HINDI

Last month the Union Education Minister M. C. Chagla categorically stated that the Government stood by the late Prime Minister's assurance that there would be no 'imposition' of Hindi and that it was for the non-Hini-speaking States to say when they would accept Hindi as the only official language. It was for them, he said, to determine the 'pace of the change.'

He told newsmen in Madras that the non-Hindi-speaking areas should have no suspicion or doubt about it.

'We must do everything to remove any suspicions in this regard. The Government was now considering the machinery for achieving this objective, he said.

Mr. Chagla said the Government was considering all aspects of the matter. One aspect was what was the best way to satisfy the non.Hindi parts of India and how soon measures should be taken and the policy implemented. Several suggestions were under consideration in this regard, he added.

Mr. Chagla said the view he had gained after his tour of southern States was that they were doing their best to accept Hindi. All that they did not want was 'imposition' of Hindi. They wanted it to be left to their own consent and acceptance without compulsion.

In his view, the Education Minister said, the real progress of Hindi in India would come from the non-Hindi States. 'I have great confidence in the linguistic capacities of the south. I think they are better linguists to study Hindi; they will beat those whose mother tongue is Hindi,' he added.

Mr. Chagla said the ultimate evolution of the country's education policy would have to be more strengthening of the 14 national languages enumerated in the Constitution. The

more they become strong, the more was the necessity for the link language, which would act as the bond between different sections of the society. He did not think that there was any contradiction between the evolution of the 14 national languages and the strengthening of the link language. 'They should both go pari passu.'

Mr. Chagla said the Constitution contemplated Hindi as the official language. The Hindi that was contemplated should not be the regional language of the Hindi-speaking States but a language which should be enriched by the contribution made by the different languages and which would ultimately become the real link language of the country.

AMENDMENT TO LANGUAGES ACT SOON

The question of amending the Official Languages Act to incorporate Mr. Nehru's assurances is being pursued by the Central Government vigorously.

It is now two months since the Congress Working Committee, the Chief Ministers of States as well as all the important Central leaders unanimously adopted a resolution recommending the amendment of the Act. There was, however, hesitation initially as the Government was watching to find out whether such a step would lead to any kind of counter-agitation. In the interval the Prime Minister has had talks with groups of members of Parliament from different States. He has also met the leaders of the Opposition parties. The Home Minister too has been sounding the opinion on Congressmen as well as others. The general impression now is that there will be no serious opposition to the amendment of the Official Languages Act.

Although the Congress Working Committee's resolution has also referred to the question of regional quotas in the services and introduction of all the State languages for the all-India competitive examinations, few leaders are inclined to consider them seriously. The reaction of almost all the leaders is that these two proposals are dangerous and would disrupt the unity of the country. There is no reason why these proposals contained in the Working Committee's

resolution should be taken up simultaneously. After the Official Languages Act has been amended the other proposals could be examined carefully.

INSTRUCTION MEDIUM

In the Legislative Assembly in March the Madras Chief Minister said he fully recognized that there were deep feelings and attachments for one's own language. There was no change in the Government attitude as regards the medium of instruction for Tamil people being Tamil. But how soon this would be possible, could not be said now. The State Government proposed to give all encouragement to institutions which would adopt Tamil.

Hindi, Mr. Bhaktavatsalam said, would have to be learnt by the younger generation in their own interests. While there would be no imposition or compulsion of any kind, every effort would be made to spread Hindi among students. Already one-and-half lakh students appearing for school-leaving certificate examination in Madras State were learning Hinds. The three-language formula had been agreed to by all the States and, in fact, it was a victory for the non-Hindi States.

DEMANDS FOR TEACHERS TURNED DOWN

Education Minister M. C. Chagla told the Lok Sabha early in April that the Government was considering what could be done to ameliorate the conditions of teachers for the interim period bending the fourth Plan proposals.

He was replying to members who referred to the demands of teachers for their upgrading. Mr. Chagla turned down the demand for a pay commission for teachers on the ground that there was no unanimous support for it from the States. Mr. Chagla reaffirmed his sympathy for the teachers and said that the States ought not to look upon the salary question of teachers something different from that of the civil servant.

Mr. S. M. Banerjee asked whether it was a fact that States were unable to help teachers because they were not

getting any allocation from the Centre other than outside the Plan allocation. Mr. Chagla said that the Union Government could not assume all the responsibility for the payment to teachers. However, where a special case was made out for assistance, he would persuade the Finance Minister to take a sympathetic view.

Denying the charge of "passivity" against the Union Government, Mr. Chagla said that the Centre was offering 50 per cent assistance to the States for payment to teachers and this was being availed of by many States. Some States like U. P. and Bihar were, however, in serious difficulties.

CHAGLA URGES BETTER DEAL FOR TEACHERS

Union Education Minister M. C. Chagla early in April expressed regret that there was a big difference between the salary scales of teachers and those of civil servants in a number of States. Addressing a meeting of the informal consultative committee of members of Parliament on education, Mr. Chagla is reported to have emphasized that such differences should be minimised as far as possible and a national minimum fixed for teachers.

ASSAM GOVERNMENT ACCEPTS U.G.C. SCALES FOR AIDED COLLEGE TEACHERS

The Assam Education Minister told the House at the last Assembly session that with the increase in pay of the Government employees, teachers in Assam had also been given benefit and at present their pay was the highest in India. So far as the college teachers were concerned the scales were suggested by the University Grants Commission and the contribution would be on the basis of 50: 50 between the UGC and the State Government. Assam already accepted the scales. The Pay Committee set up by the Government discussed this matter but did not suggest anything because it was a matter for the University Grants Commission. Two members of the Pay Committee belonged to the Assam Aided College Teachers Association. All those colleges which conform to the rules and regulations framed by the UGC are entitled to the scales suggested by it.

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